DOCUMENT RESUME

ED 068 511 TM 001 849

TITLE	TM News.
INSTITUTION	ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
PUB DATE	Apr 72
NOTE	4p.; v2 n1
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; Bibliographies; Bulletins; *Clearinghouses; Data Collection; Documentation; *Early Childhood Education; Information Dissemination; *Newsletters; Publications; Resource Centers; *Testing

ABSTRACT

The newsletter from the ERIC Clearinghouse on Tests, Measurement, and Evaluation surveys recent activities in the field. Articles are included on the establishment of a new publication dedicated to the interests of research and development in education; exhibits at the annual meeting of the American Educational Research Association; and a new researcher's bibliography. The bulk of the newsletter is devoted to a review of recent significant input at the clearinghouse. Topics of this input are comprehensive achievement monitoring, performance contracting, testing, and early childhood education. (LH)

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION ■ EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540

TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

ED 068511

GROWING UP AND BRANCHING OUT

As the official newsletter of the American Educational Research Association, the *Researcher* has always been informative and has enjoyed a good reputation. At the same time, it has suffered from the limitations on scope and effectiveness as a communications medium that are inherent in any associational newsletter.

With this in mind, the AERA Council and the Publications Committee decided last year that the educational research and development field, poised on the brink of an era of rapid growth, was ripe for an educational "first": the appearance of a periodical "exclusively dedicated to the interests of research and development in education."

The January 1972 issue of the *Educational Researcher* is the first under the new policy, and it promises well. James Welch writes on "Educational Legislation," which might be subtitled "The Perils of Politicks," an enlightening account of the vicissitudes encountered in the House and Senate by the National Institute of Education Act and the Child Development Act; Gene Glass, in eminently readable fashion, applies a prototype format to the evaluation of an educational product: an AERA instructional cassette recording; and Chuck Stone writes on "The Psychology of Whiteness vs. The Politics of Blackness," a shorter version of his Invited Address to the Eastern Psychological Association.

In addition to major articles such as these, each issue of the *Researcher* will feature brief notes on issues, events, or developments in educational research. The editor, Richard E. Schutz, in his instructions to contributors recommends an avoidance of excessive jargon, and explanations of less commonly understood abbreviations and terminology, a policy that should prove popular and worthwhile.

Subscriptions to the *Educational Researcher* are $10.00 a year (ten issues); write to AERA Subscription Department, 1126 16th Street, N.W., Washington, D. C. 20036.

ORDERING ERIC DOCUMENTS

ERIC documents mentioned in this newsletter must be ordered from:

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 20014

Prices are as follows:

MF	(Microfiche)	65 cents per title (no page limit)	
HC	(Full-size copy)	$3.29	1-100 pages
		$6.58	101-200 pages
		$3.29	each 1-100 additional pages.

These regulations apply to ordering:

a) All orders must be in writing.
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f) The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) will be billed at cost.

As these prices are subject to change, it is always advisable to check the most recent issue of *Research in Education* for current pricing information.

ERIC/TM EXHIBITS AT AERA

We again represented ERIC at the 1972 Annual Meeting of the American Educational Research Association which this year was held in Chicago, April 3-7. As last year, our clearinghouse also collected approximately 700 AERA session papers for distribution to appropriate ERIC clearinghouses. If this year's performance equals last year's, 75-80 percent of these papers will be available from EDRS within about four months. In addition, five topical summaries based upon 1971 AERA papers processed by ERIC/TM were prepared and distributed at the 1972 annual meeting. Limited quantities of these summaries are available from ERIC/TM. The summaries are: I. *Evaluation: The State of the Art* by Campbell and Beers; II. *Criterion Referenced Measurement* by Davis; III. *Educational Statistics* by Penfield; IV. *Test Development, Interpretation, and Use* by Ebel; and V. *Innovations in Measurement* by Swineford.

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SIGNIFICANT INPUT

Comprehensive Achievement Monitoring

Gorth, W. P., & Popejoy, L. W. *A Description of Courses Monitored by CAM.*

This paper describes a sampling of courses, monitored by Project CAM, which range from differentially paced programs for blocks of students to individually paced programs. Project CAM is discussed in terms of the development of monitors and schedules for each of these courses and it is contended that CAM is flexible enough to accommodate other variations also.

(ED 054 205; MF and HC; 27p.)

Pinsky, P. D. *Mathematical Models of the Value of Achievement Testing.*

The mathematical models of this paper were developed as an outgrowth of working with CAM. This paper explores mathematical modeling techniques to gain insight into the role of achievement testing in the instructional process. Three models are presented and computational examples provided.

(ED 054 204; MF and HC; 27p.)

Schriber, P. E. *Cost Benefit Analysis of Comprehensive Achievement Monitoring for Classroom Evaluation.*

Comprehensive Achievement Monitoring (CAM), a systematic procedure of constructing and administering longitudinal, criterion-referenced tests, is discussed, and its advantages presented in detail.

(ED 053 181; MF and HC; 11p.)

Schriber, P. E., & Gorth, W. P. *Objective and Item Banking Computer Software and Its Use in Comprehensive Achievement Monitoring.*

This paper discusses a very flexible item banking computer program, used with a longitudinal, criterion-referenced testing program called CAM, capable of both classroom management and curriculum evaluation. The CAM model includes item sampling techniques and several parallel test forms which would be difficult to develop without the item banking computer programs.

(ED 053 182; MF and HC; 11p.)

Performance Contracting

---, *An Introduction to Guaranteed Performance Contracting: A Planning Guide.*

This guide was designed by the Michigan State Department of Education to assist local school district personnel in the use of Guaranteed Performance Contracting by providing a framework of suggested procedures.

(ED 053 198; MF and HC; 57p.)

Testing

Beers, J. S. *Educational Quality Assessment Phase II Findings: The Ten Goals of Quality Education.*

The ten goals of quality education formulated as the basis for the assessment program of the Pennsylvania Department of Education are presented in detail.

(ED 053 159; MF and HC; 49p.)

Bormuth, J. R. *Development of Standards of Readability: Toward a Rational Criterion of Passage Performance. Final Report.*

The purpose of these studies was to develop and demonstrate a model for identifying criterion levels of performance that can be rationally defended as being the best level of performance for a particular instructional task.

(ED 054 233; MF and HC; 219p.)

Boyd, J. L., Jr., & Shimberg, B. *Handbook for Performance Testing: A Practical Guide for Test Makers.*

The nature and need of performance testing, advantages and disadvantages, and various stages in the development of a performance test are discussed. This handbook was designed to assist practicing vocational educators in planning and preparing performance measures for evaluating the behavioral outcomes of instruction.

(ED 052 220; MF and HC; 189p.)

Dahl, T. *Toward an Evaluative Methodology for Criterion-Referenced Measures: Objective-Item Cogruence.*

This document discusses the degree of congruence between objectives and test items in the evaluation of objective-based testing.

(ED 052 253; MF and HC; 16p.)

Dyer, H. S. *Issues in Testing.*

Discussions include a history of testing and clarification of concepts related to testing socially disadvantaged children. Problems in using tests to evaluate educational programs for the disadvantaged are also discussed.

(ED 053 164; MF and HC; 13p.)

Giguere, C. L., & Baker, E. *The Development of Criterion-Reference Tests of Self-Concept and Attitude Toward School.*

The development of criterion-referenced self-concept and attitude toward school objectives and measures by the Instructional Objectives Exchange (IOX) is discussed.

(ED 054 192; MF and HC; 14p.)

Green, D. R. *Biased Tests.*

This paper is concerned with accusations made by some groups, such as the Association of Black Psychologists, that standardized tests are biased. Biased tests are discussed in terms of the following: definition; lack of evidence for bias; the use of research as a determinant of bias; and reasonable courses of action to correct or eliminate bias in tests.

(ED 054 208; MF and HC; 10p.)

Nelson, J., & Drennan, M. *From Theory to Curriculum: Then (And Only Then) – Evaluation.*

The method of utilizing a criterion-referenced testing system by employing a particular progression of curriculum development is discussed. The recommended progression includes, briefly, 1) the identification of a theory of childhood development; 2) the development of curriculum based on theory; and finally, 3) the development of criterion-referenced tests with items stated in behavioral terms.

(ED 054 227; MF and HC; 20p.)

Roberts, S. O., & Oppenheim, D. B. *The Effect of Special Instruction Upon Test Performance of High School Students.*

This study was undertaken to determine if disadvantaged students could improve their test performance as a result of special instruction. The study involved eleventh grade students from predominantly Negro high schools. While there were statistically significant differences in gain scores between some of the experimental groups and their controls, the outcome of the study was generally negative.

(ED 053 158; MF and HC; 13 p.)

Rookey, T. J. *Pennsylvania Assessment of Creative Tendency: Norms–Technical Manual.*

The Pennsylvania Assessment of Creative Tendency (PACT) is an experimental Likert Style Attitude Inventory designed to measure the creative tendency of elementary school children. The paper includes discussions on the test's construction, reliability, validity, and the use of PACT in varied projects.

*(ED 054 224; MF only; 23p.)

*HC available from: Thomas J. Rookey, Pa. Dept. of Education, Dept. of Public Instruction, Box 911, Harrisburg, Pa. 17126 (free)

---, *1970-71 Individual Pupil Report: Explanatory Materials.*

This study was designed to provide local officials with 1) information regarding the performance on basic skills achievement of each student who took the 1970-71 Michigan Educational Assessment Battery, and 2) information that would aid them in understanding and interpreting student scores. Four major sections included in the report range from a description of the content of each subtest to a definition of statistical terms used in the educational assessment program.

(ED 053 217; MF and HC; 33p.)

---, *Proceedings of the 1970 Invitational Conference on Testing Problems.*

The conference proceedings include a variety of papers concerned with the theme, "The Promise and Perils of Educational Information Systems," defined as collections of test data on knowledges, skills, interests, and attitudes maintained for the purpose of educational decision making.

*(ED 052 264; MF only; 183 p.)

*HC available from: Office of Information Services, ETS, Princeton, N. J. 08540 (free)

EARLY CHILDHOOD EDUCATION

A variety of research reports are available at minimal cost (indicated in parentheses after each title) from the Early Childhood Education Center at Syracuse University. Some typical titles in the area of measurement and evaluation are:

Analysis of Young *Ss* Performance on a Matching Task (.20)

Language Intervention and Evaluation Report (.25)

Changes in Stanford-Binet I.Q. Performance vs. Competence (.30)

Performance Characteristics of Middle-Class and Lower-Class Children on the Stanford-Binet, 1960 Revision (.40)

Measuring Perceptual Motor Ability in Preschool Children–An Address to the Council for Exceptional Children, 1969 (.25)

Evaluating Behavioral Change During a Six-Week Pre-Kindergarten Intervention Experience (.65)

(continued)

Other titles indicative of the range of reports issued by the Center are:

The Use of Reinforcement Procedures in Teaching Reading to Rural Culturally Deprived Children (.30)

The Ability of Children from Four Subcultures and Two Age Levels to Imitate and Comprehend Crucial Aspects of Standard English: A Test of the Different Language Hypothesis (.75)

Implications of Current Knowledge and Theory in Early Childhood for Teacher Education–An Address to the National Association for the Education of Young Children (.30)

Still other studies are concerned with cognitive skills, learning, emotional reaction to starting nursery school, and the characteristics of reflective and impulsive children. A list of over fifty studies available in February 1972 can be obtained from:

Dr. William J. Meyer
Early Childhood Education Center
Room 340, Huntington Hall
Syracuse University, New York 13210

RAVEN'S PROGRESSIVE MATRICES

The *Progressive Matrices Tests*, developed by J. C. Raven, have been in use around the world for over thirty years, and have enjoyed wide acceptance in clinical, educational, vocational, and anthropological studies.

The accumulated literature on the tests, together with the associated *Mill Hill Vocabulary Tests*, is almost impossible to locate by conventional means. Those who use the tests, especially those engaged in research, will nonetheless want to know what has been done in related areas. Raven's own files have now been used as the basis for a Researcher's Bibliography which has been brought up-to-date by a comprehensive search of the literature.

The Researcher's Bibliography is complete to December 1971, and assembles some 400 references together with brief abstracts or summaries which indicate the areas of investigation and many of the findings. Classification indicates the general field of relevance and where norms are published. The intending researcher can follow what has been done, avoid unnecessary duplication of work, and see where research is indicated.

A limited edition of the Bibliography has been produced and is available at cost from:

Dr. J. H. Court, Senior Lecturer in Psychology
School of Social Sciences
Flinders University
Bedford Park, South Australia 5042.
Cost: American $3.00

Checks or International Money Orders should be made payable to Flinders University.

ERIC/TM NEWS Vol. 2 No. 1
Published by the ERIC Clearinghouse on Tests, Measurement, and Evaluation
April 1972
Director: Dr. S. D. Melville

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